



# EDUCATIONAL PSYCHOLOGY

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UNIVERSITY . . . WITH A CHAPTER ON MENTAL  
DEVELOPMENT IN INFANCY AND CHILDHOOD BY  
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# **Educational Psychology**



# *Chapter 1*    The Field of Educational Psychology

*I*t is a good idea at the outset of this study to ask, What should the prospective teacher seek in educational psychology? What should be his aim, not merely in this course, but also in a much wider field—his entire study of the subject? Educational psychology is not concerned with the content of the subjects that he will later teach. It has to do with the methods of teaching, with furnishing an experimentally determined basis for them. There are two large problems to which educational psychology should make a material contribution: how to construct good teaching, and how to judge teaching by others. These two questions are closely related, for the standards by which one judges the teaching of others are the same as those by which his own teaching is constructed, but the approaches to the two problems are different.

The following sections outline the principal subdivisions of the field that the teacher should seek to know.

## Mental Development

If a serious effort is to be made to put the emphasis where it is meant to be in the educational slogan that “it is the function of the school to teach children, not subject matter,” it is necessary for the teacher to be well acquainted with the mental development of children from the preschool period through adolescence. Chapters 2 and 3 deal with this subdivision of the field—child and adolescent psychol-